



Gibbes Middle

500 Summerlea Drive
Columbia, South Carolina

Grades	6-8 Middle School	
Enrollment	380 Students	
Principal	Rick Coleman	803-343-2942
Superintendent	Dr. Percy Mack	803-231-7500
Board Chair	Wendy Brawley	803-231-7556

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	At-Risk	Below Average
2006	At-Risk	Below Average
2005	Below Average	Good
2004	At-Risk	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

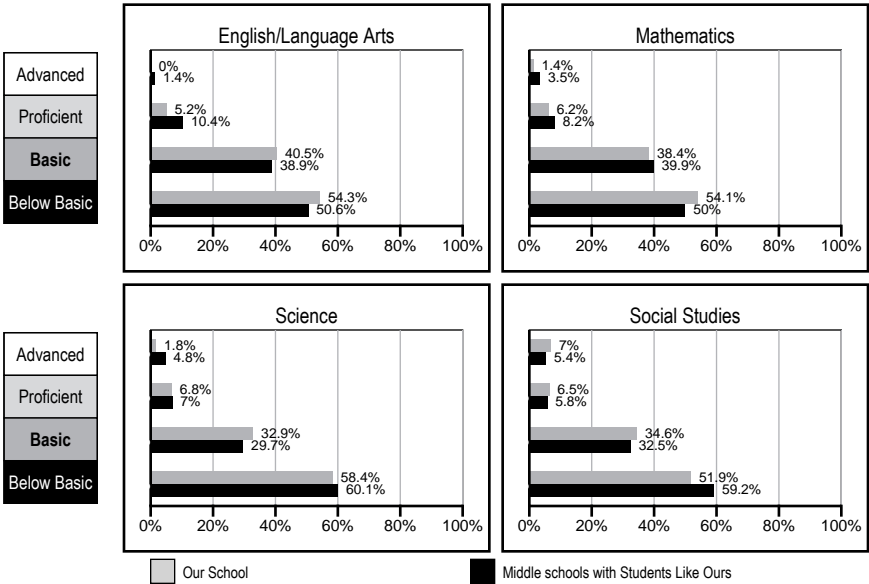
97.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	4	41

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	83.9	83.5
English 1	0	83.4
Physical Science	0	39.5
All Subjects	83.9	80.8

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=380)				
Students enrolled in high school credit courses (grades 7 & 8)	9.3%	Down from 19.6%	11.8%	19.4%
Retention rate	2.6%	Down from 2.9%	3.3%	1.8%
Attendance rate	94.0%	No Change	95.2%	95.8%
Eligible for gifted and talented	6.8%	Down from 7.5%	4.7%	15.3%
With disabilities other than speech	15.0%	Up from 14.0%	13.4%	12.9%
Older than usual for grade	3.7%	Down from 4.6%	6.1%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Down from 1.0%	1.0%	0.7%
Annual dropout rate	0.7%	Up from 0.0%	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	75.0%	Up from 62.2%	54.3%	55.0%
Continuing contract teachers	52.5%	Down from 70.3%	54.8%	70.6%
Teachers with emergency or provisional certificates	6.1%	Down from 12.5%	19.1%	5.4%
Teachers returning from previous year	78.7%	Down from 84.5%	76.4%	83.4%
Teacher attendance rate	93.2%	Down from 95.1%	94.8%	94.9%
Average teacher salary	\$49,745	Up 11.1%	\$43,167	\$44,706
Professional development days/teacher	24.3 days	Up from 12.6 days	13.2 days	11.8 days
School				
Principal's years at school	11.0	Up from 10.0	2.0	3.0
Student-teacher ratio in core subjects	16.5 to 1	Up from 16.1 to 1	15.8 to 1	20.1 to 1
Prime instructional time	86.1%	Down from 87.9%	89.0%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 76.0%	96.4%	98.0%
Character development program	Excellent	Up from Below Average	Good	Good
Dollars spent per pupil*	\$9,662	Down 3.4%	\$9,135	\$7,097
Percent of expenditures for instruction*	67.7%	Down from 68.3%	62.3%	64.4%
Percent of expenditures for teacher salaries*	63.5%	Up from 60.1%	54.1%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Heyward Gibbes Middle School is completing its first full year in our state-of-the-art facility. Our return to the community has strengthened our resolve to accomplish our goal of 100% of students in grades 6-8 scoring Basic or above on the Palmetto Achievement Challenge Test (PACT) in all content areas on or before 2010. Our school opened this year with 90% of core subject classrooms with SMART Boards interactive technology to facilitate whole-class and small-group learning, visual representations, and collaboration between students and teachers. Students may participate in a variety of sports and extra-curricular offerings.

Our new parent/community coordinator, social worker and attendance clerk have worked diligently for improved parental involvement and an increase student attendance. Embracing communication between teacher and parent is critical for the success of our students; teachers post assignments and projects on their Web sites. Parents may contact them by e-mail, telephone, voice mail, or personal conferences. Parent and community technology workshops have aided our parents to improve their technology skills. Faculty, staff and students participated in a variety of community service projects through our Guidance Department (Harvest Hope, Nurturing Center, Book Drive for Pre-school, and Pennies for Patients).

The school's business partnership with Wachovia Bank will continue for the 2008-2009 year. Wachovia volunteers help the school in numerous ways, including keeping the school store stocked with materials for students. The Time Warner Cable partnership Time to Read, Literacy/Mentoring Program has provided parents, teachers, and community volunteers with opportunities to promote students' literacy skills by making reading interesting and fun.

GMS students and staff continued to receive recognition and awards. Among these were winners of the Healthy SC Challenge, recognition from Middle School Scholars, South Carolina Junior Scholars, District Middle School Honors Band, SC Region Three Junior Band, Richland County School District One Middle School Academic Bowl, and Visual Literacy Festival winners as well as other district-sponsored events.

Gibbes Middle School appreciates your continued support as we stay the course in our commitment to continuous improvement to provide the best educational opportunities for our students.

Mr. Charles Bickley, SIC Chairperson
Mr. Rick Coleman, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	98	57
Percent satisfied with learning environment	65.6%	77.6%	82.1%
Percent satisfied with social and physical environment	87.5%	80.2%	62.5%
Percent satisfied with school-home relations	38.7%	79.4%	75.9%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 9 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.7%	0.0%	No
Student attendance rate	94.0%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	379	99.5	54.2	40.6	5.2	0	14.2	41.2	48.2	No	Yes
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Gender											
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Male	199	99	61.8	35.8	2.3	0	8.7	35	41.7	N/A	N/A
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Female	180	100	45.4	46.1	8.6	0	20.4	47.5	55	N/A	N/A
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Racial/Ethnic Group											
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White	4	I/S	I/S	I/S	I/S	I/S	I/S	73	60	I/S	I/S
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African American	371	99.5	55.2	39.8	5	0	14.1	33.3	31.7	No	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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Disability Status											
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Disabled	61	98.4	95.8	4.2	0	0	0	14.1	16	No	Yes
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Migrant Status											
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Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
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English Proficiency											
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Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.2	36.9	I/S	I/S
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Socio-Economic Status											
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Subsided meals	341	99.7	53.9	41.6	4.4	0	13.7	31.2	34	No	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	379	99.2	52.9	40	5.8	1.2	12.6	34.9	45.8	No	Yes
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Gender											
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Male	199	99	55.5	38.2	5.8	0.6	11	33.8	45.6	N/A	N/A
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Female	180	99.4	50	42.1	5.9	2	14.5	35.9	45.9	N/A	N/A
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Racial/Ethnic Group											
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White	4	I/S	I/S	I/S	I/S	I/S	I/S	71.2	59	I/S	I/S
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African American	371	99.2	53	39.8	6	1.3	12.5	25.8	26.9	No	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	37.9	38.1	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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Disability Status											
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Disabled	61	98.4	91.7	8.3	0	0	2.1	12.2	17.1	No	Yes
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Migrant Status											
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Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
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English Proficiency											
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Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.3	38.7	I/S	I/S
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Socio-Economic Status											
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Subsided meals	341	99.7	53.9	39.6	5.5	1	12.3	24.6	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	256	99.2	58.1	33.2	6.9	1.8	8.8	25.3	35.7	94	96.1
Gender											
Male	142	98.6	65.5	25.2	6.7	2.5	9.2	26	37.4	93.3	95.8
Female	114	100	49	42.9	7.1	1	8.2	24.6	33.8	94.9	96.3
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	61.9	49.2	93.2	96.3
African American	251	99.2	58.2	33.3	7	1.4	8.5	16.4	17	94.2	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	N/A	96
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	78.8	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.8	94.6
Disability Status											
Disabled	42	95.2	90.3	9.7	0	0	0	8.9	14	92.7	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	N/A	96.7
Socio-Economic Status											
Subsided meals	232	99.1	57.4	34	6.6	2	8.6	15.1	21.1	94.2	95.8

Social Studies

All Students	251	98.8	51.4	34.9	6.6	7.1	13.7	27.2	34	94	96.1
Gender											
Male	131	98.5	56.8	27.9	4.5	10.8	15.3	28.1	36.6	93.3	95.8
Female	120	99.2	45.5	42.6	8.9	3	11.9	26.2	31.3	94.9	96.3
Racial/Ethnic Group											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	60.9	44.5	93.2	96.3
African American	244	98.8	51.9	34.5	6.8	6.8	13.6	18.2	19.1	94.2	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	N/A	96
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	78.8	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.8	94.6
Disability Status											
Disabled	39	94.9	93.5	6.5	0	0	0	9.7	14.4	92.7	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	N/A	96.7
Socio-Economic Status											
Subsided meals	228	99.1	52.6	34.4	6.8	6.3	13	16.8	21	94.2	95.8

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	116	100	55.7	35.1	9.3	0	9.3
	7	139	98.6	57.3	35.9	6.8	0	6.8
	8	137	97.8	53.6	39.3	7.1	0	7.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	135	100	59.5	35.3	5.2	0	5.2
	7	130	99.2	51.9	42.5	5.7	0	5.7
	8	114	99.1	50.5	44.7	4.9	0	4.9
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	116	98.3	40	45.3	12.6	2.1	14.7
	7	139	98.6	51.3	42.7	3.4	2.6	6
	8	136	99.3	49.6	46	4.4	0	4.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	135	100	56	35.3	7.8	0.9	8.6
	7	130	99.2	46.2	45.3	6.6	1.9	8.5
	8	114	98.3	56.3	39.8	2.9	1	3.9
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	58	98.3	69.4	30.6	0	0	0
	7	139	99.3	57.3	32.5	8.5	1.7	10.3
	8	67	97	51	46.9	2	0	2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	70	100	75	20	3.3	1.7	5
	7	130	98.5	46.7	40	10.5	2.9	13.3
	8	56	100	61.5	34.6	3.8	0	3.8
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	58	98.3	37	54.3	8.7	0	8.7
	7	139	97.1	44.3	40.9	9.6	5.2	14.8
	8	68	97.1	56.5	40.3	3.2	0	3.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	64	100	39.3	44.6	8.9	7.1	16.1
	7	130	98.5	58.1	22.9	8.6	10.5	19
	8	57	98.3	51	49	0	0	0

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample